**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *When might you want to find the perimeter of a rectangular shape?* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***Perimeter*** Create a class definition of “perimeter.”  Ask “How can you find the perimeter of common shapes?”  Record responses.  Discuss answers to **Problem of the Day.** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| Problem: I’m going to build a fence around my backyard. So, draw a rectangle 20 ft. x 50 ft. Label each side.  Question: What is the perimeter of the fence? Or, how much fencing do you need to build the fence?  Students will work with a partner to problem solve. Students share answers.  Class discussion will entail with various methods of problem solving. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Guided Practice:* How many sides does the rectangle have? (4 sides) Only two lengths are marked. How do you know what the lengths of the other sides are? Partners share responses (recording in Math Journals). Do the same problem using a square shape. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems 5, 6 7, and 8 in math book on page 370 Topic 16. (Use this time monitor student work. Identify students that may need to revisit today’s concept. Identify students that may need to revisit prerequisite skills.) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  Tell students to make a rectangle with one side 3 paper clips long and the perpendicular side 2 paper clips long. Have students count the total number of paper clips. Point out that the total is the perimeter of the rectangle in paper-clip lengths. Repeat the activity, this time telling students to make a square with one side 3 paper clips long. Repeat for other rectangles and squares. | |
| **HOMEWORK** | |
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